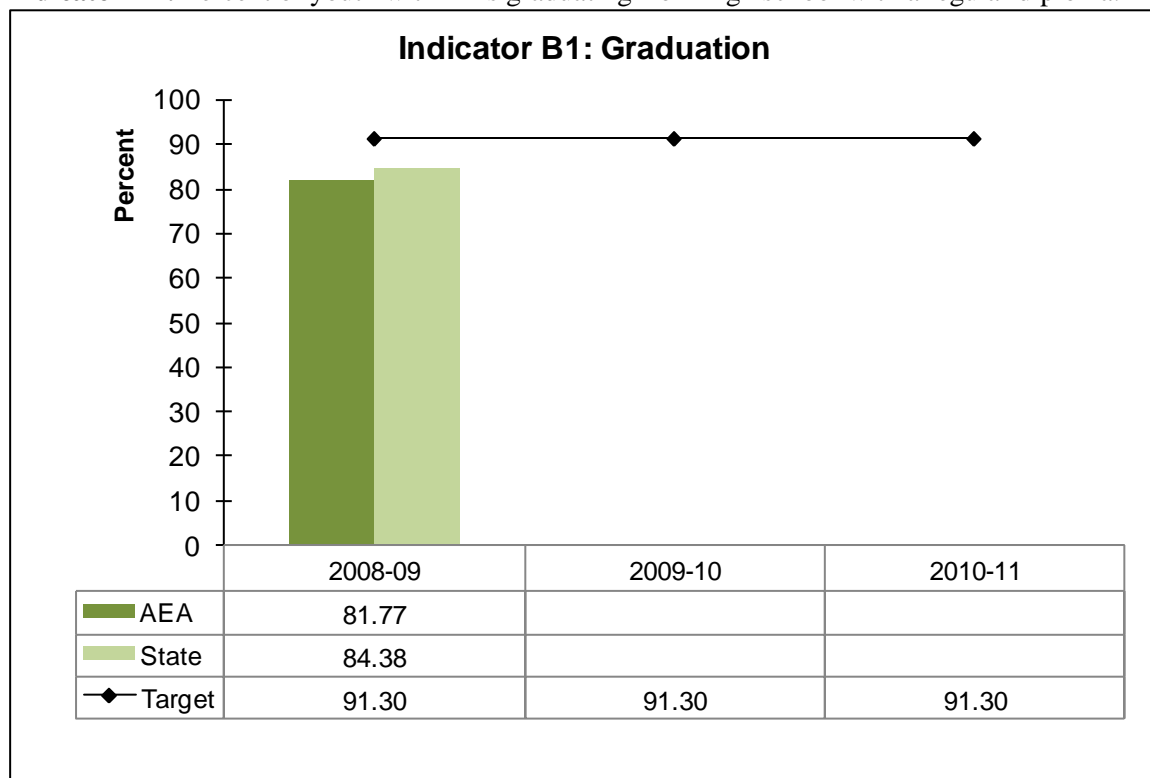


Heartland AEA Profile
Iowa FFY 2008 (2008-2009)
Individuals with Disabilities Education Act (IDEA) Part B

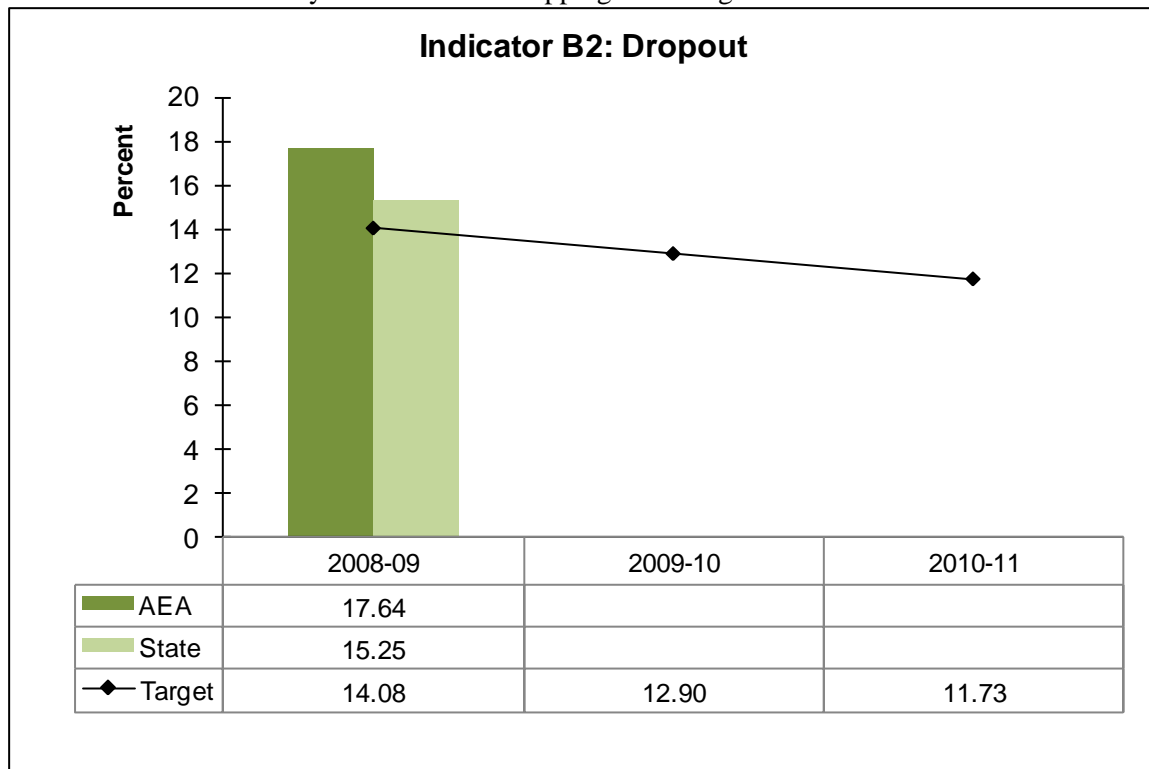
Note: The Title I cohort graduation rate will be calculated and reported beginning with the 2010-2011 school year, consistent with federal requirements. Currently the graduation rate in Iowa is calculated using a four year cohort rate. Because a unique student identifier was available statewide beginning in 2004-05, we are currently able to calculate a four-year cohort rate for FFY 2007 (2007-2008) for the purposes of measuring state and AEA performance against the target. The cohort rate is calculated as the number of on-time graduates in 2007-08 divided by the number of 9th graders in fall of 2004. Students who transfer in or out are excluded from the calculation, and students with IEPs are given additional time to graduate, per Iowa's NCLB accountability plan. The dropout rate is calculated using the same data used in the four-year cohort graduation rate for Indicator B1. The resulting calculation is a four-year dropout cohort rate.

Indicator B1: Percent of youth with IEPs graduating from high school with a regular diploma.



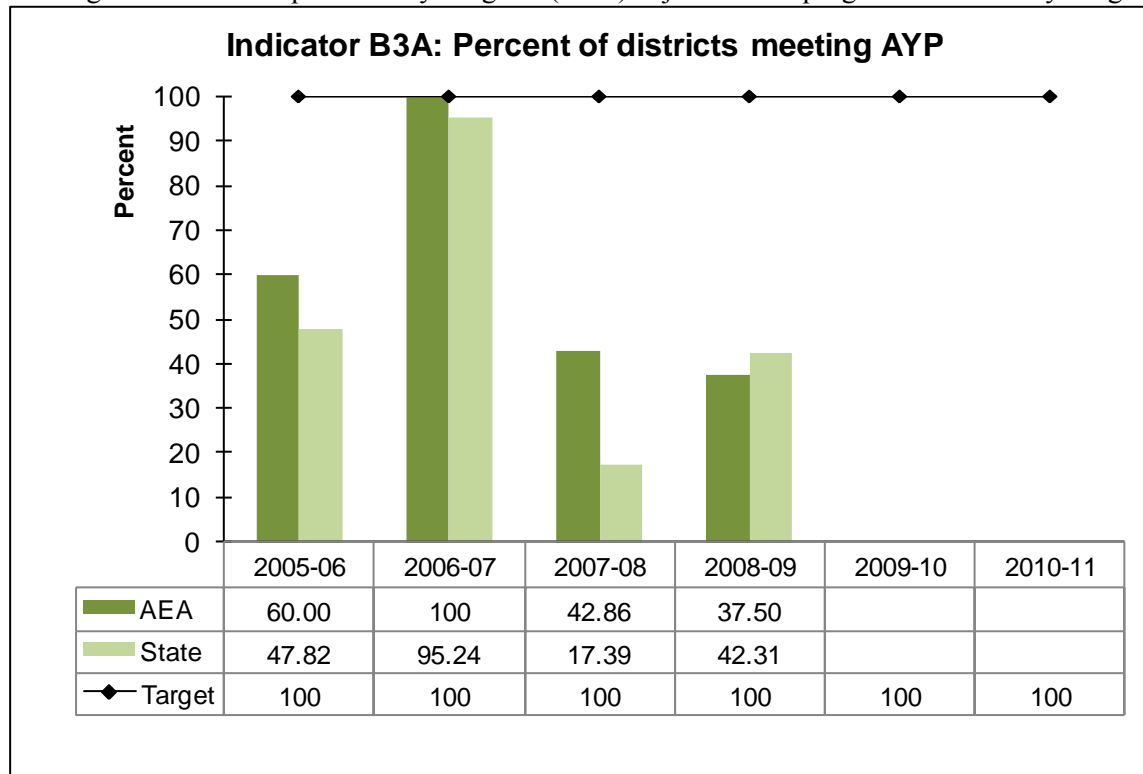
Data source: Project EASIER.

Indicator B2: Percent of youth with IEPs dropping out of high school.



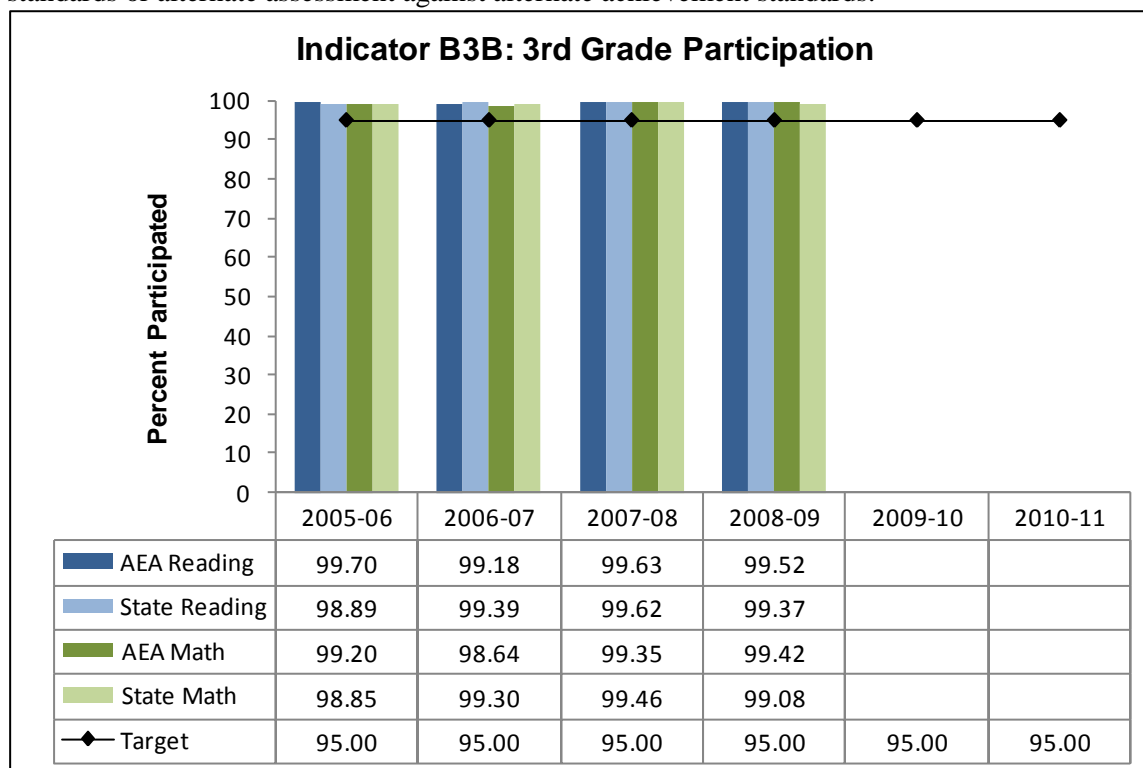
Data source: Project EASIER.

Indicator B3A: Percent of districts that have a disability subgroup that meets the state's minimum *n* size meeting the state's Adequate Yearly Progress (AYP) objectives for progress for disability subgroup.



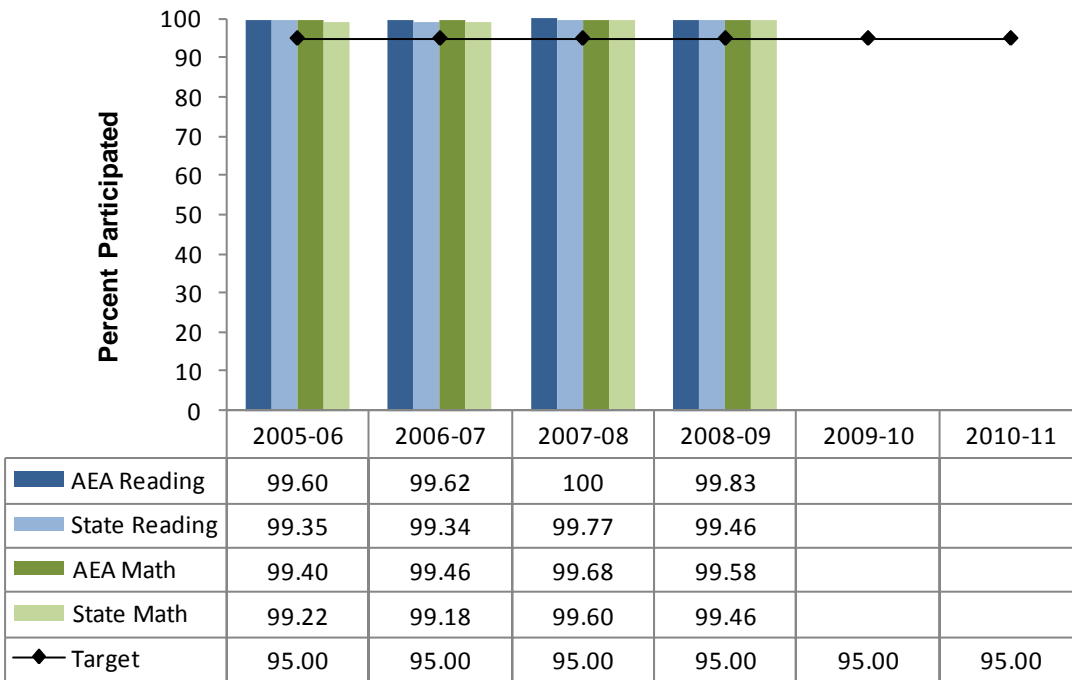
Data source: AYP Database. Note: Missing data indicate that the AEA did not have any districts that met the minimum *n* size for FFY 2008.

Indicator B3B: Participation rate for children with IEPs in a regular assessment with no accommodations, regular assessment with accommodations, alternate assessment against grade level standards or alternate assessment against alternate achievement standards.



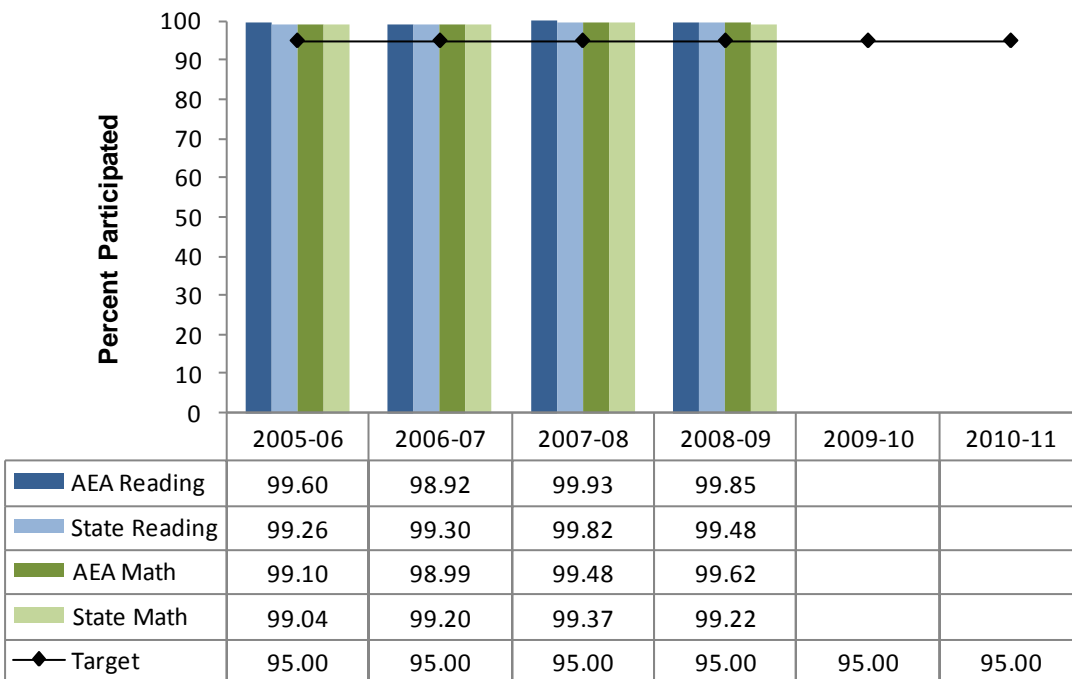
Data source: AYP Database.

Indicator B3B: 4th Grade Participation



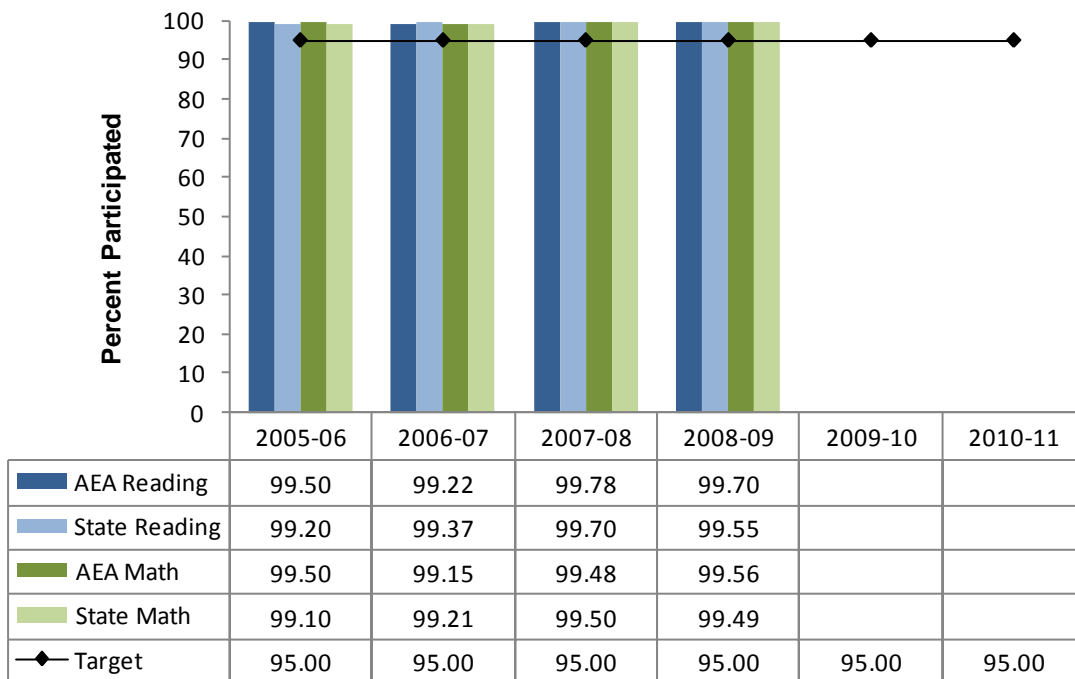
Data source: AYP Database.

Indicator B3B: 5th Grade Participation



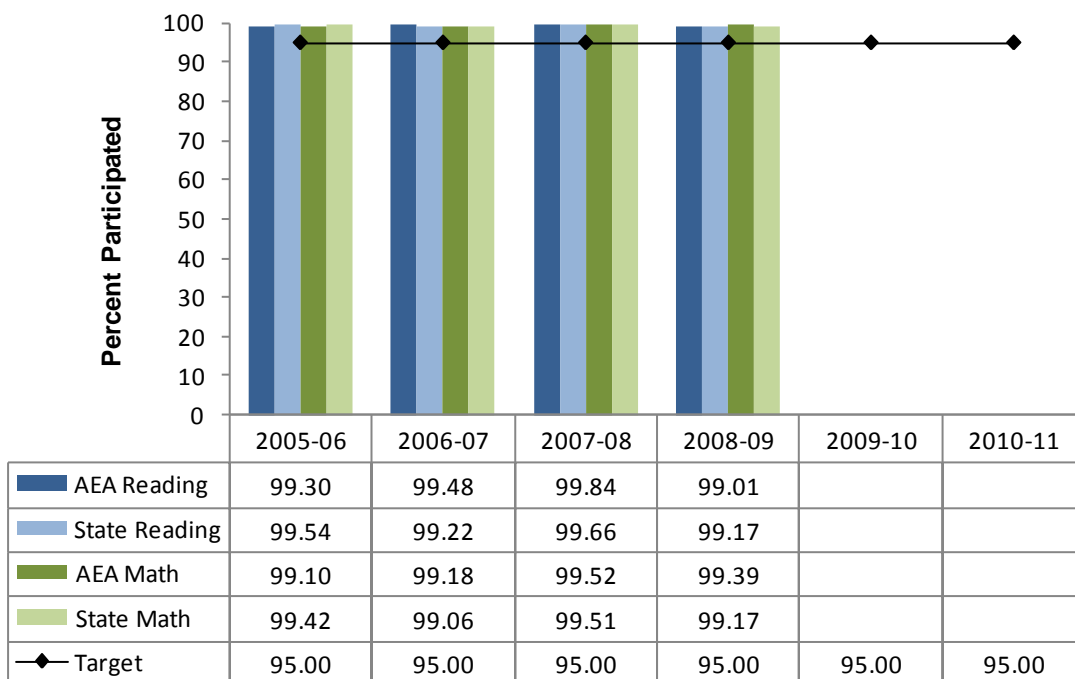
Data source: AYP Database.

Indicator B3B: 6th Grade Participation



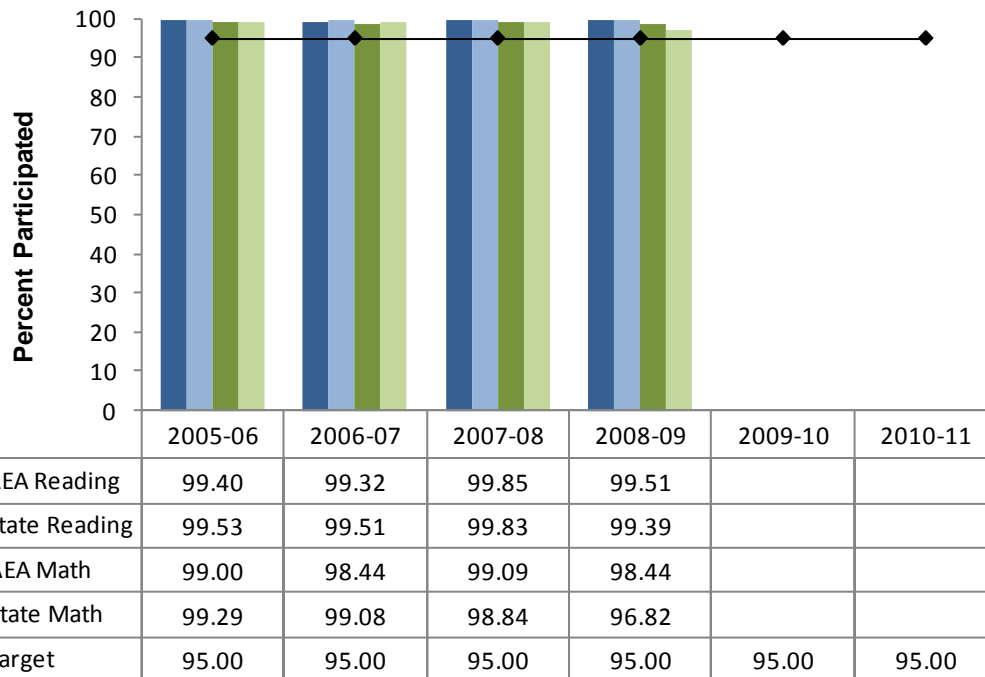
Data source: AYP Database.

Indicator B3B: 7th Grade Participation



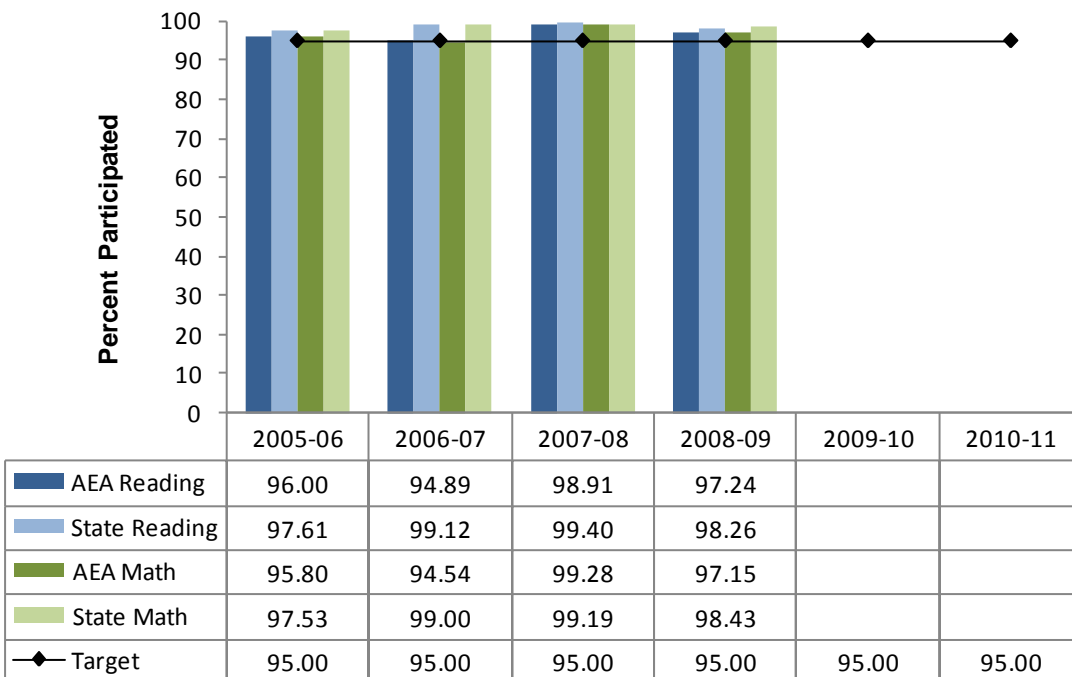
Data source: AYP Database.

Indicator B3B: 8th Grade Participation



Data source: AYP Database.

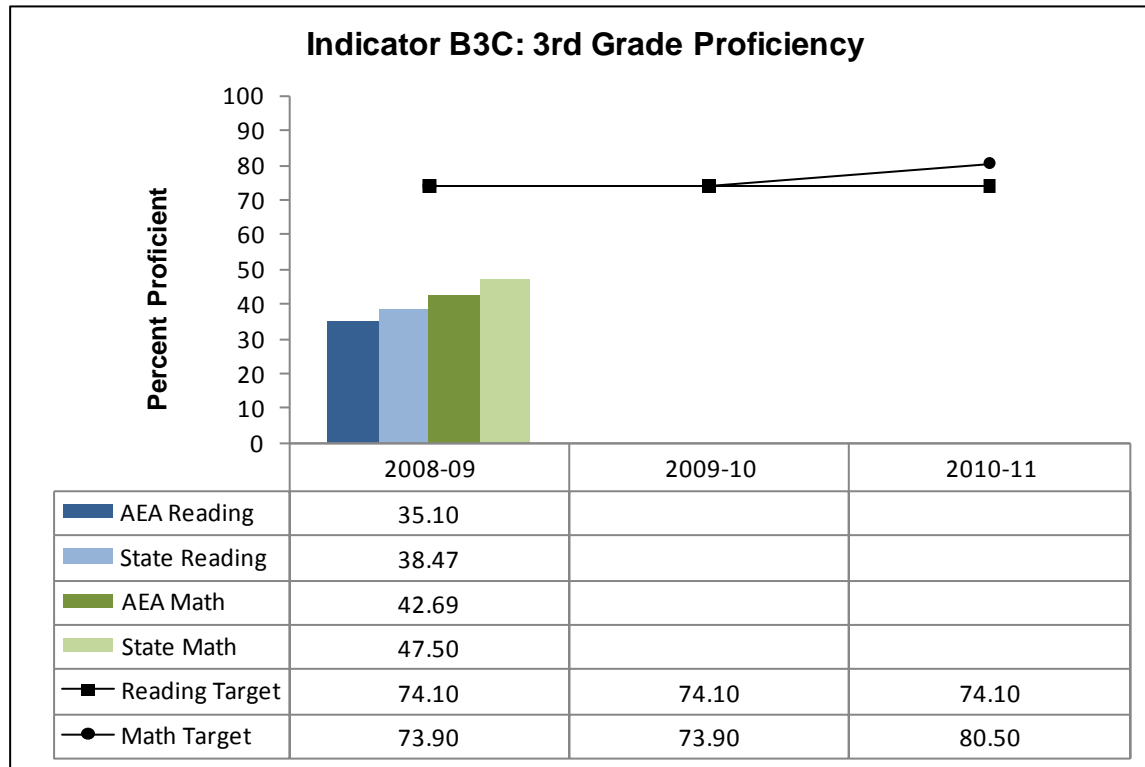
Indicator B3B: 11th Grade Participation



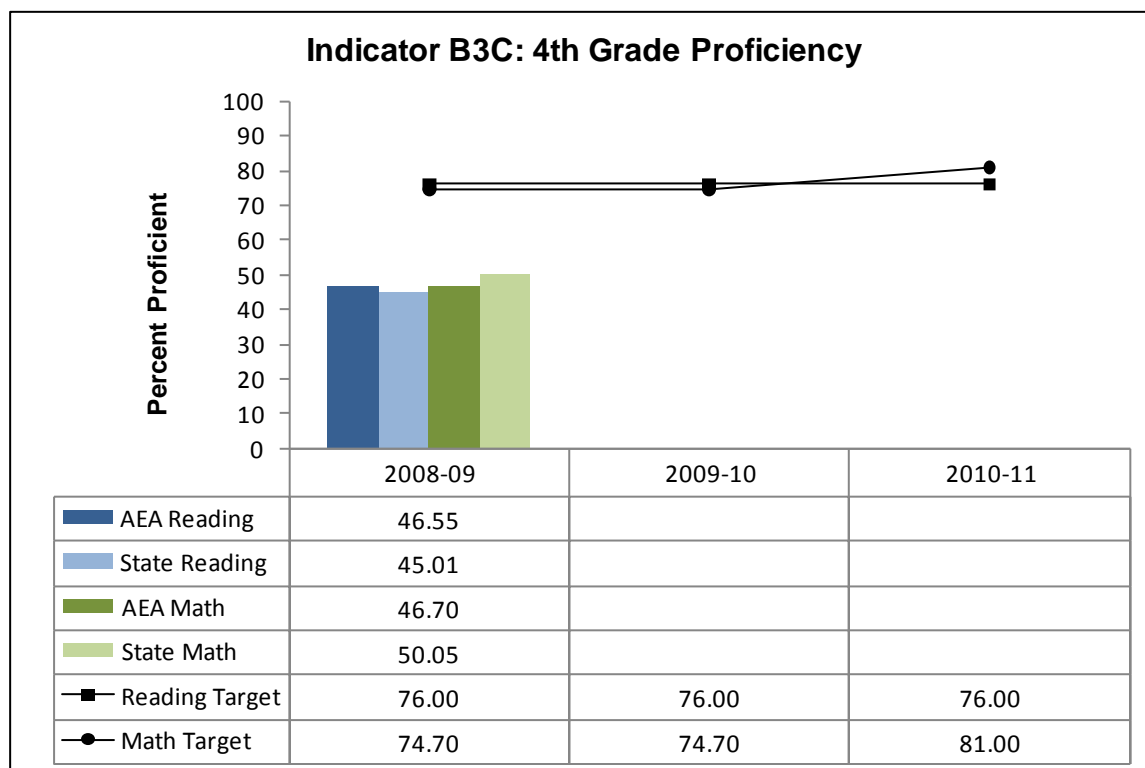
Data source: AYP Database.

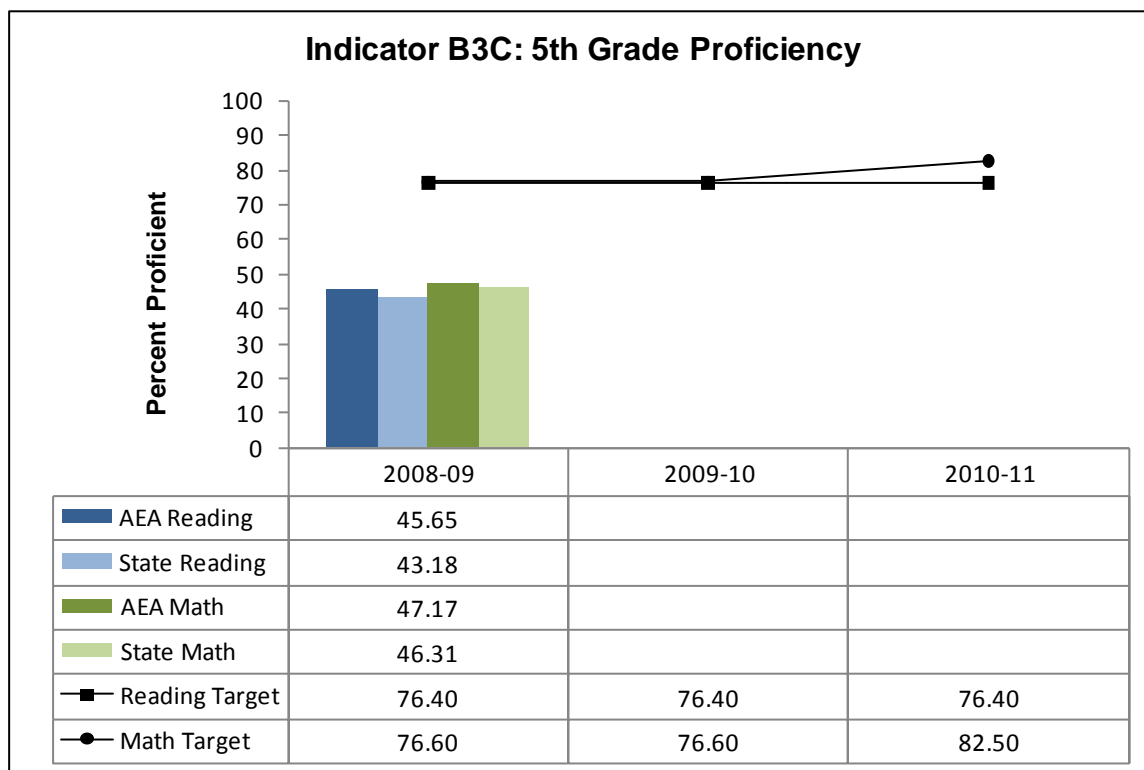
Indicator B3C: Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

Note: Per federal requirements, proficiency rates for students with IEPs have been aligned with NCLB requirements and include only FAY (full academic year) students. Trend data are not available.

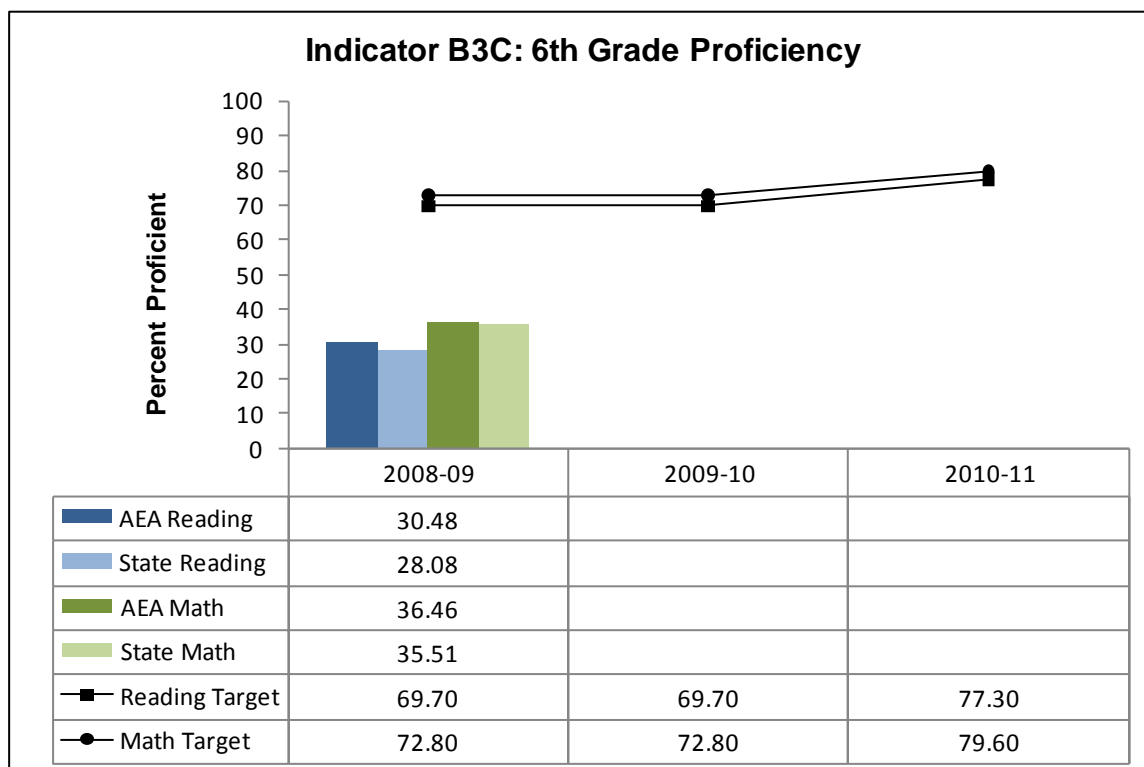


Data source: AYP Database.



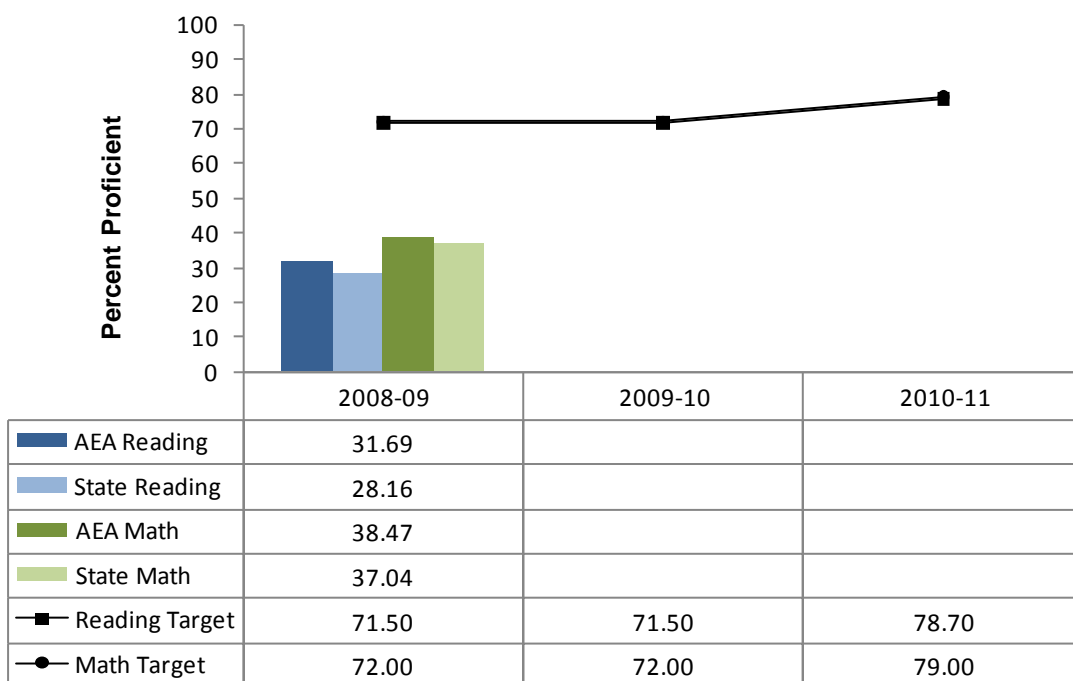


Data source: AYP Database.



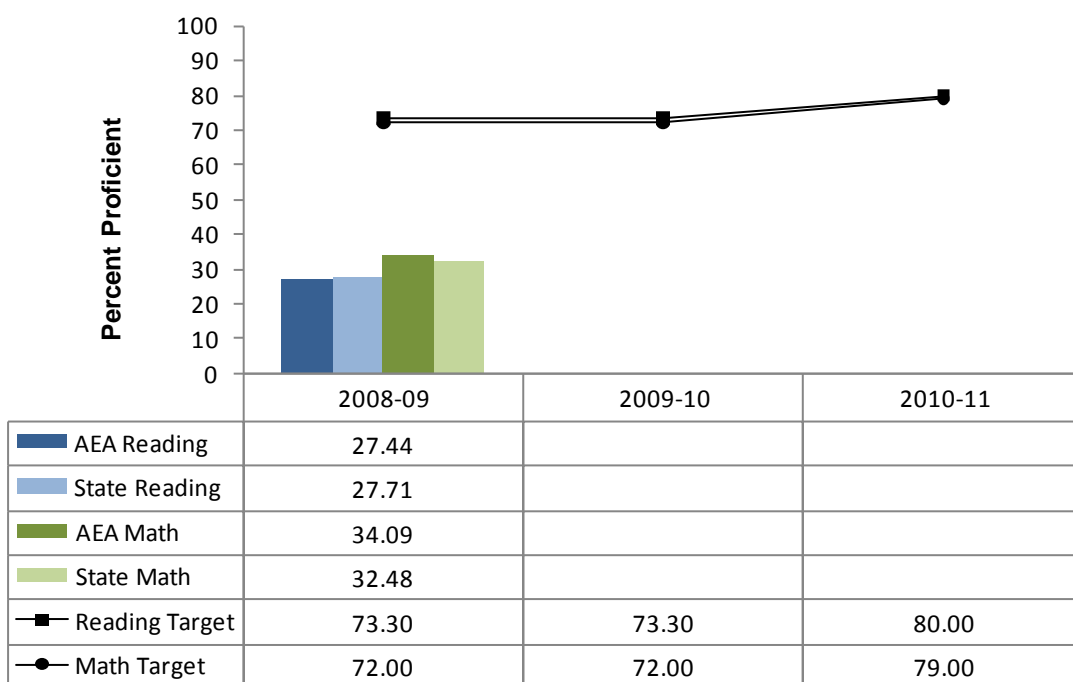
Data source: AYP Database.

Indicator B3C: 7th Grade Proficiency

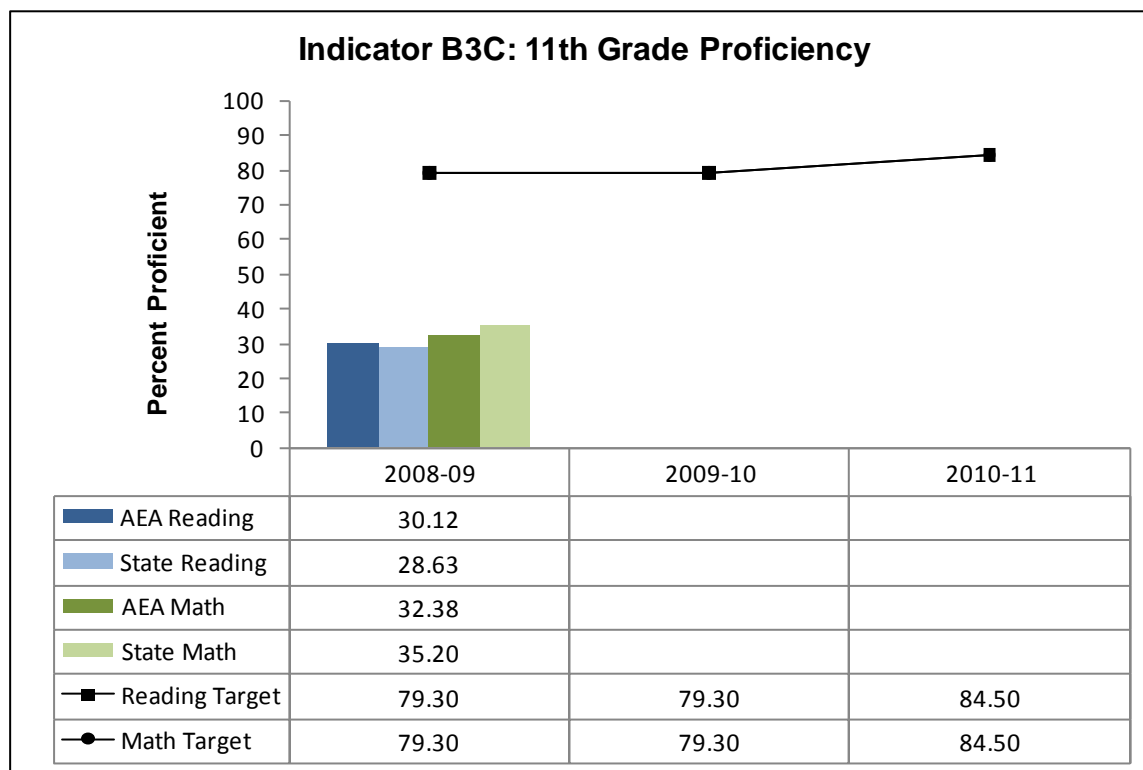


Data source: AYP Database.

Indicator B3C: 8th Grade Proficiency

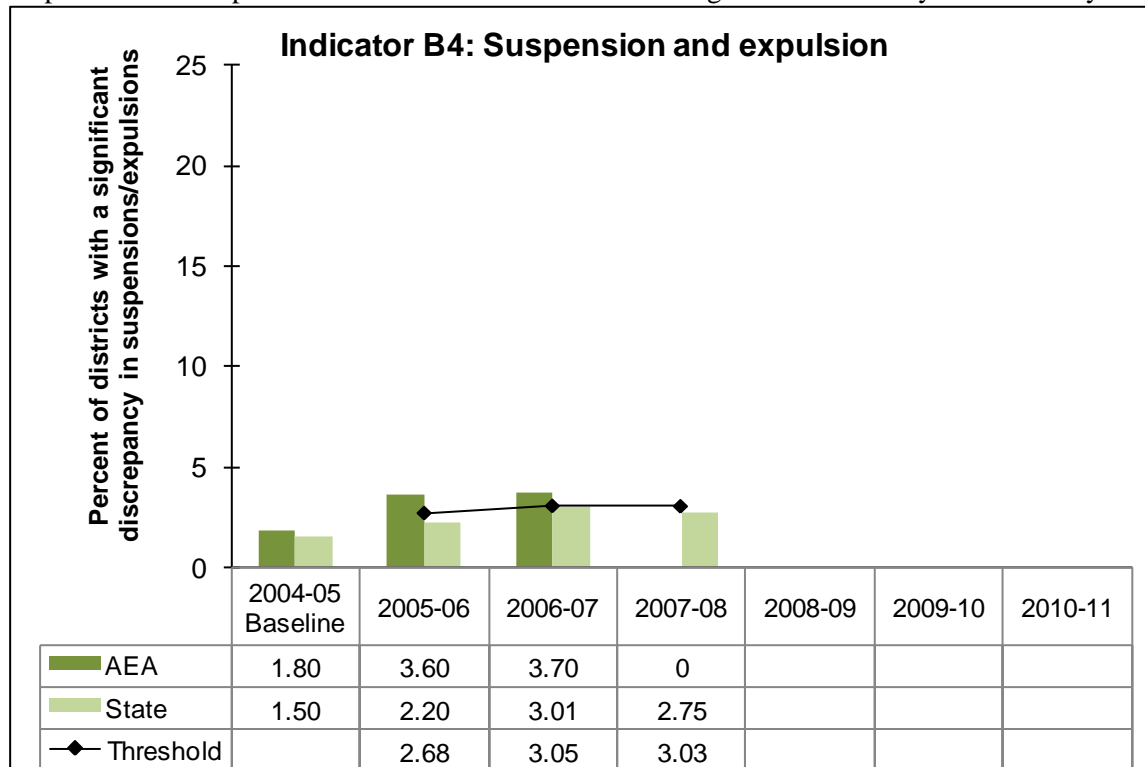


Data source: AYP Database.



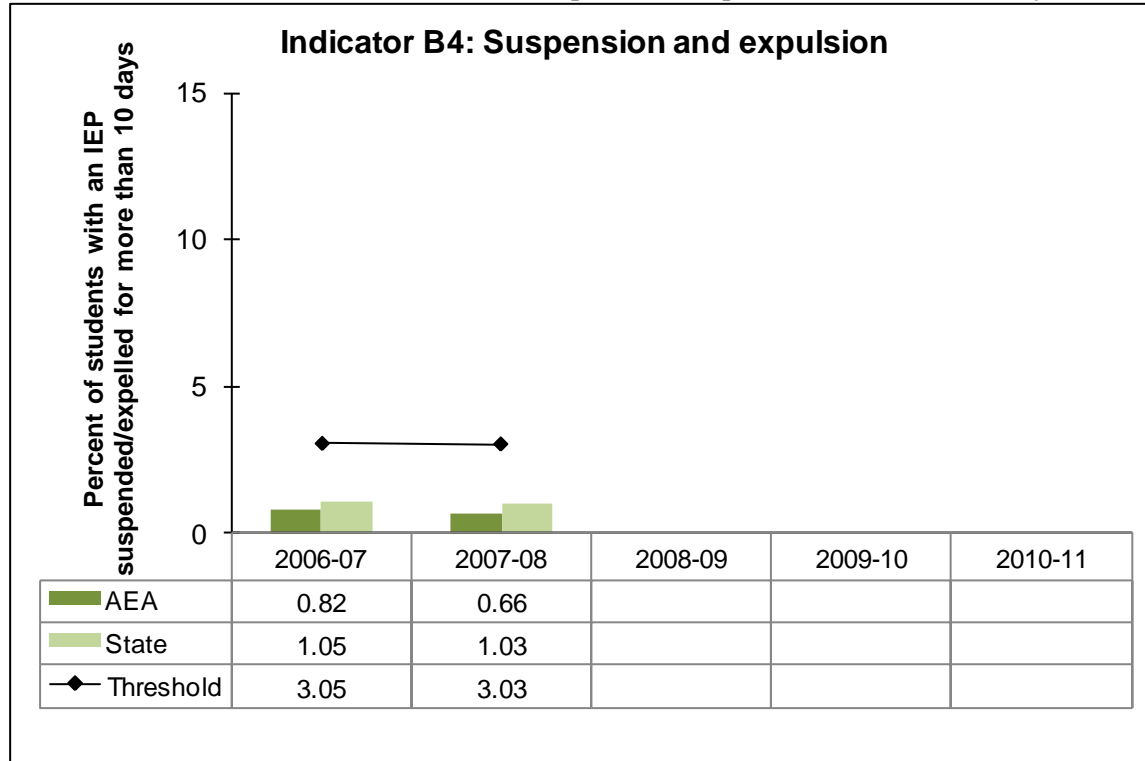
Data source: AYP Database..

Indicator B4: Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.



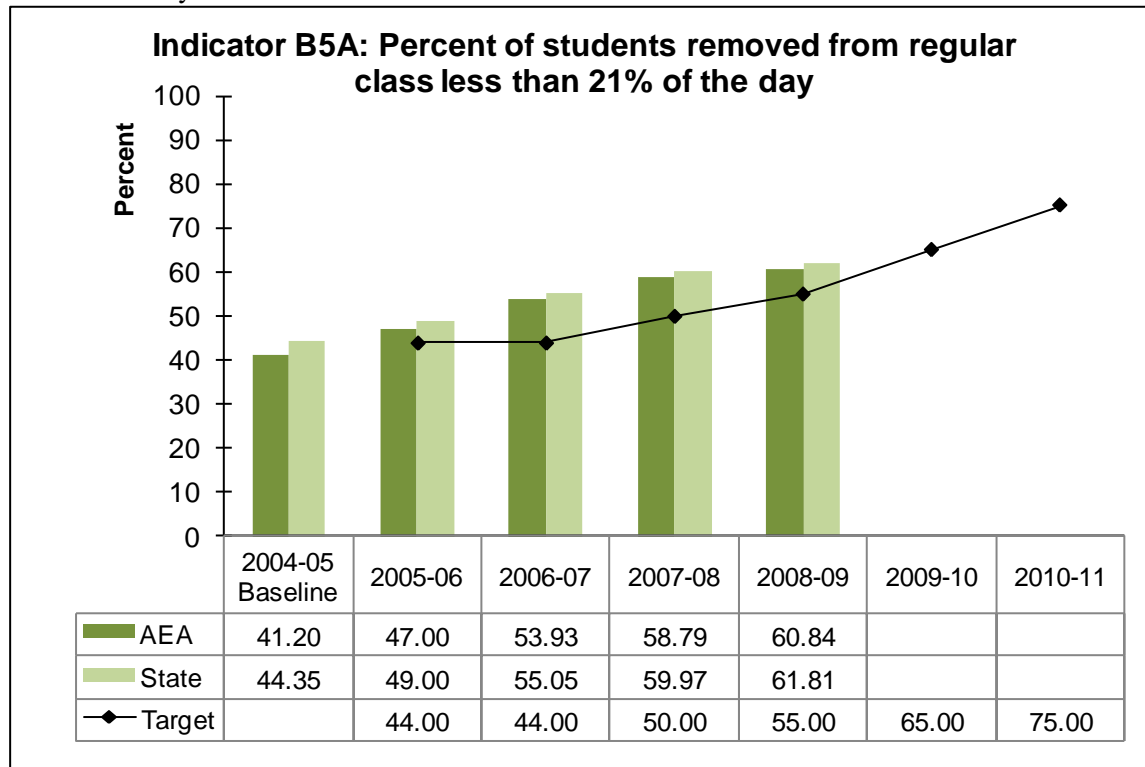
Data source: Project EASIER. Note: Target range is less than or equal to threshold for significant discrepancy.

Indicator B4: Percent of students with IEPs suspended or expelled for more than 10 days.



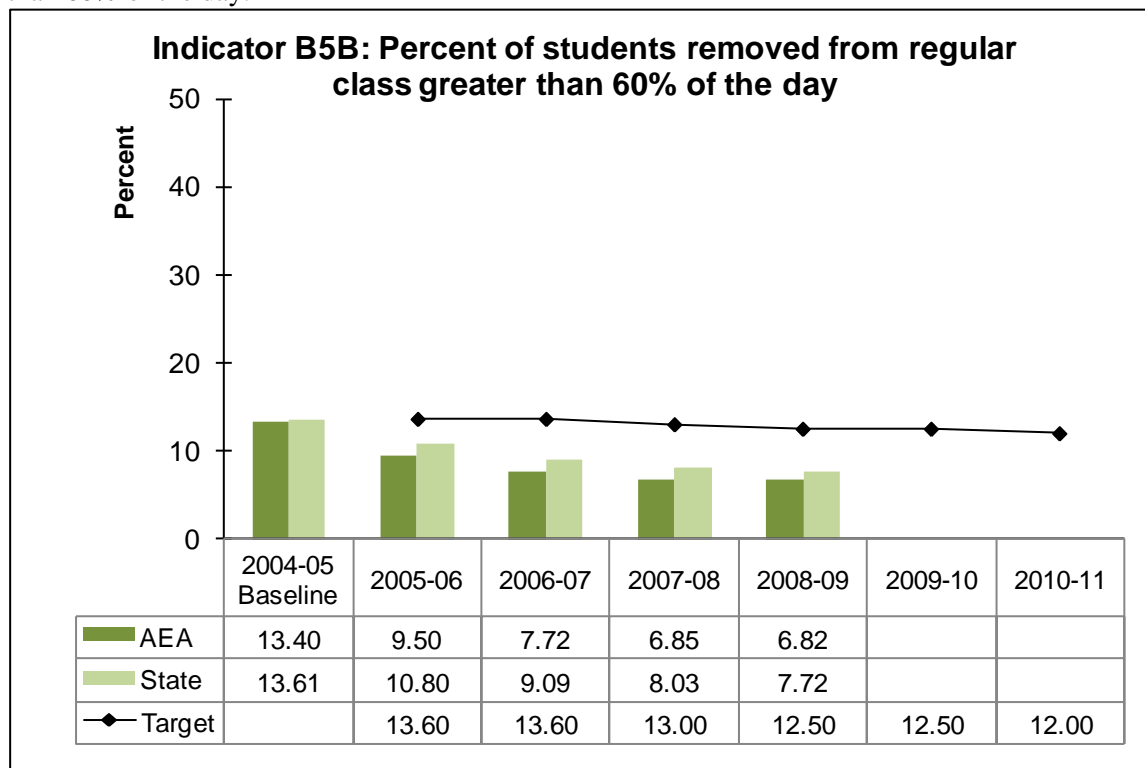
Data source: Project EASIER. Note: Target range is less than or equal to threshold for significant discrepancy

Indicator B5A: Percent of children with IEPs aged six through 21 removed from regular class less than 21 % of the day.



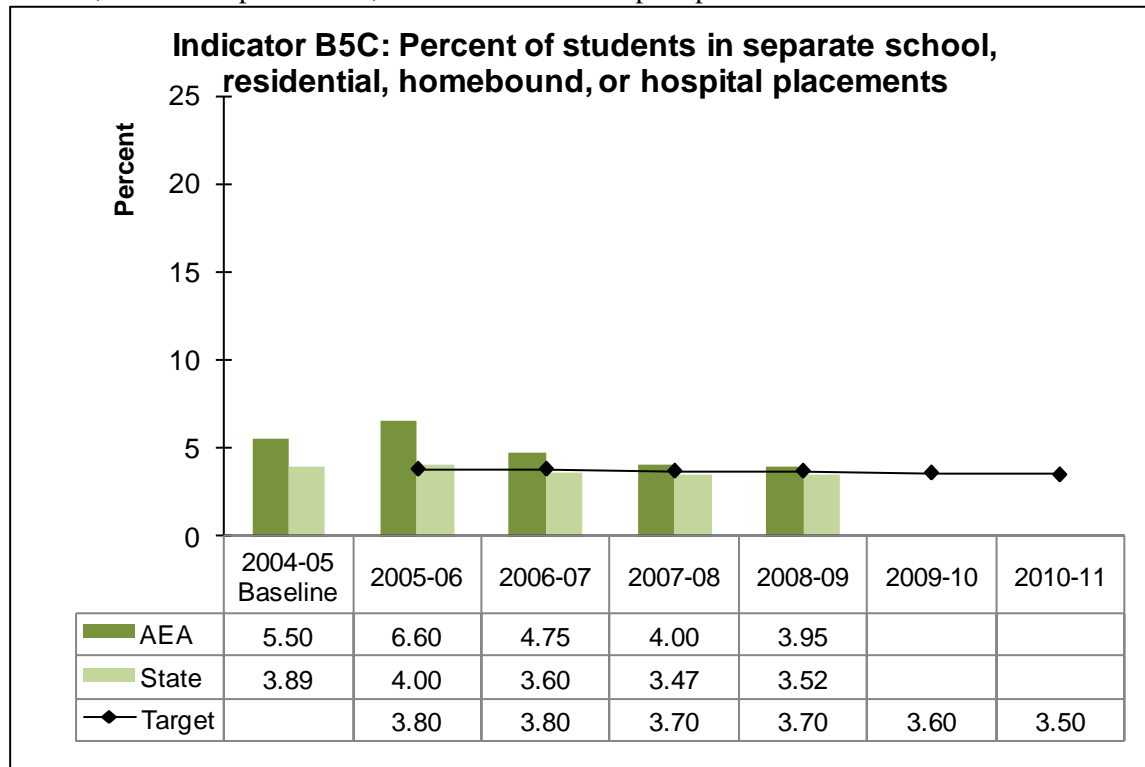
Data source: IMS.

Indicator B5B: Percent of children with IEPs aged six through 21 removed from regular class greater than 60% of the day.



Data source: IMS. Note: Target range is less than or equal to target value.

Indicator B5C: Percent of children with IEPs aged six through 21 served in public or private separate schools, residential placements, or homebound or hospital placements.

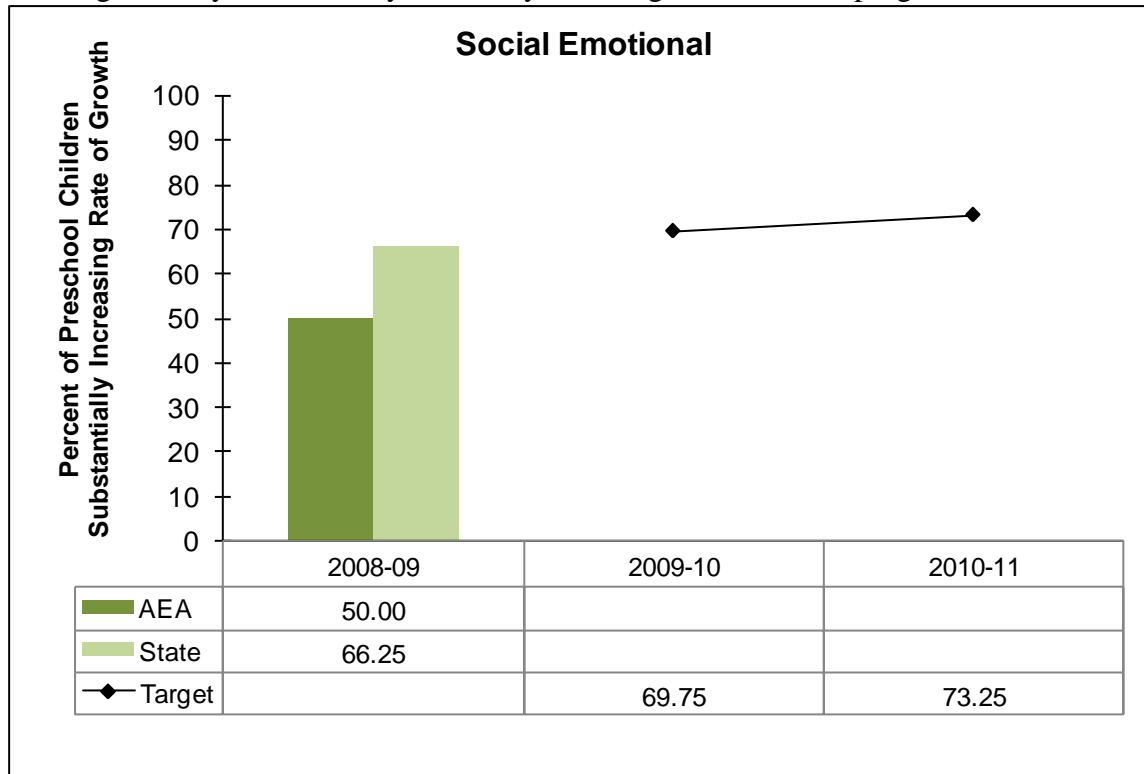


Data source: IMS. Note: Target range is less than or equal to target value.

Indicator B6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers. Not reported for FFY 2008.

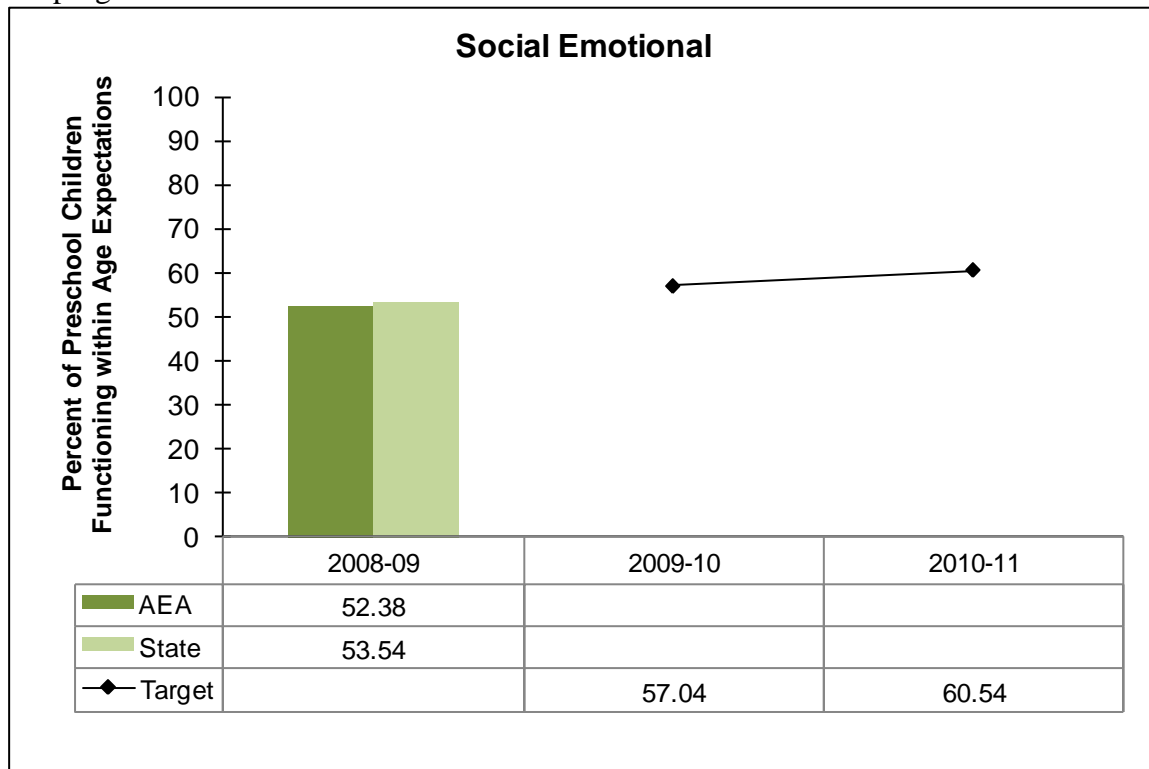
Indicator B7A: Percent of preschool students with IEPs who demonstrate improved positive social-emotional skills.

Summary Statement 1: Of those preschool students who entered the preschool program below age expectations in positive social-emotional skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.



Data source: IMS. Missing district data in the above chart for any year indicate data were unavailable or not provided.

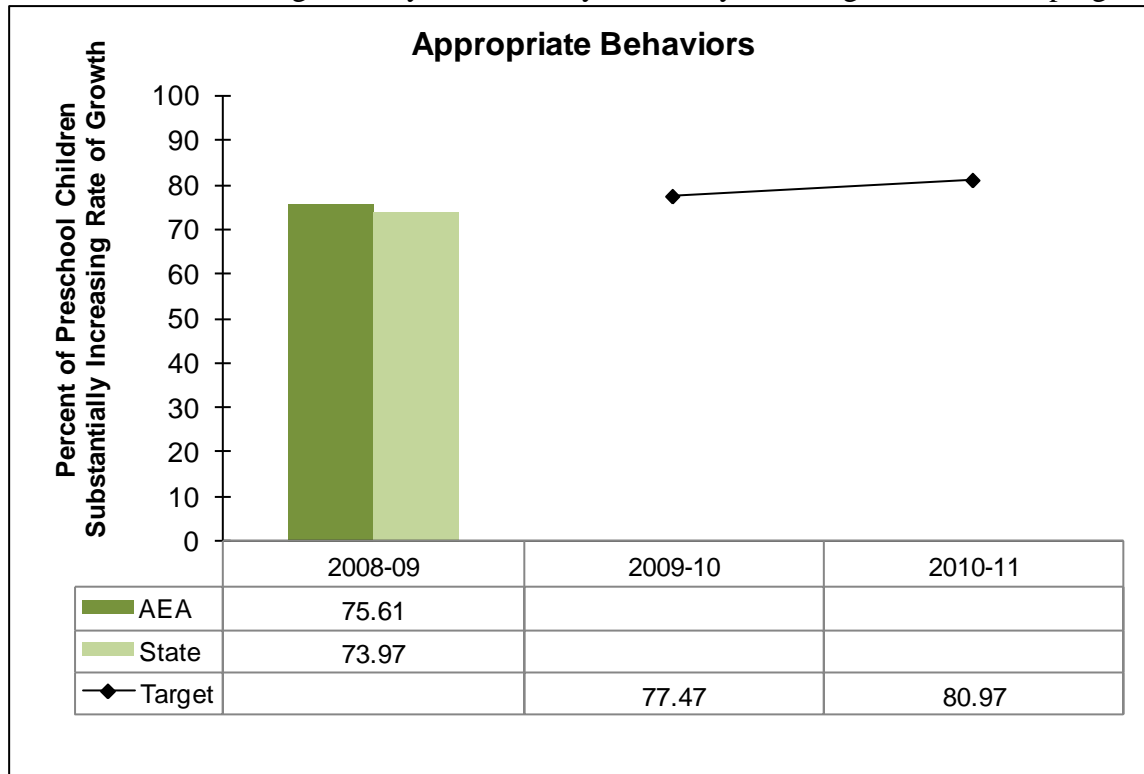
Summary Statement 2: The percent of preschool students who were functioning within age expectations in positive social-emotional skills by the time they turned 6 years of age or exited the program.



Data source: IMS. Missing district data in the above chart for any year indicate data were unavailable or not provided.

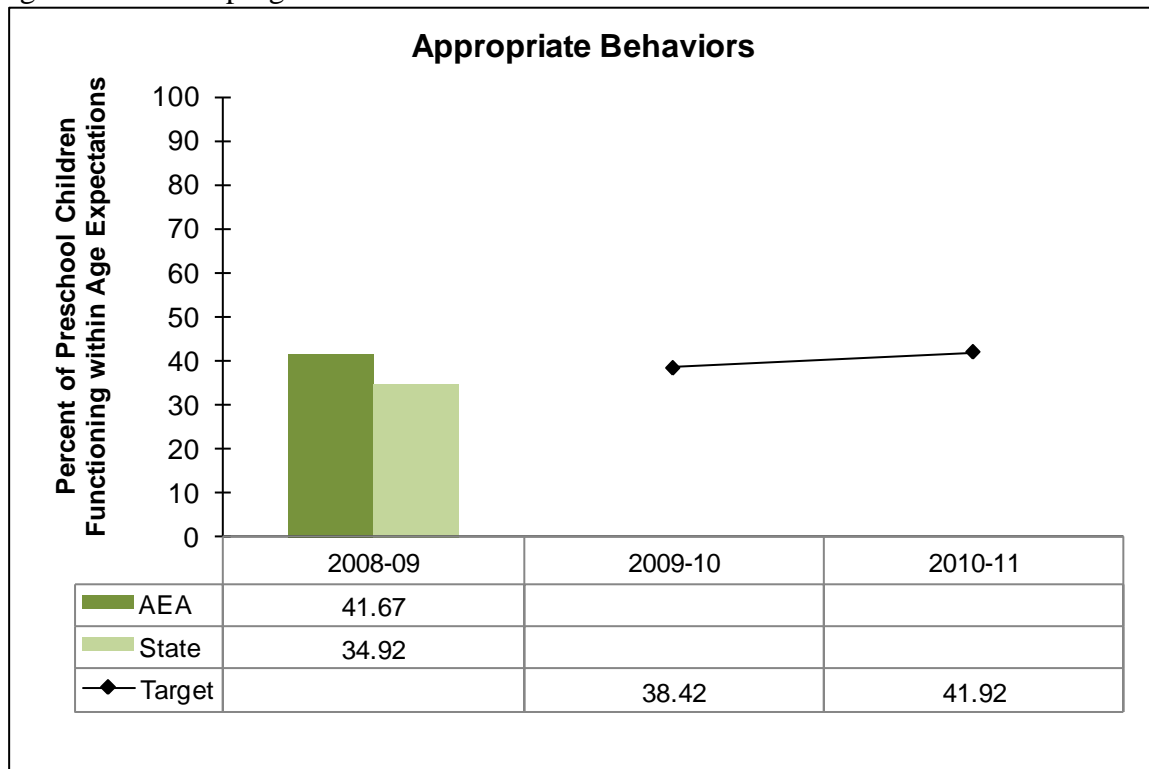
Indicator B7B: Percent of preschool students with IEPs who demonstrate improved acquisition and use of knowledge and skills.

Summary Statement 1: Of those preschool students who entered the preschool program below age expectations in acquisition and use of knowledge and skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.



Data source: IMS. Missing district data in the above chart for any year indicate data were unavailable or not provided.

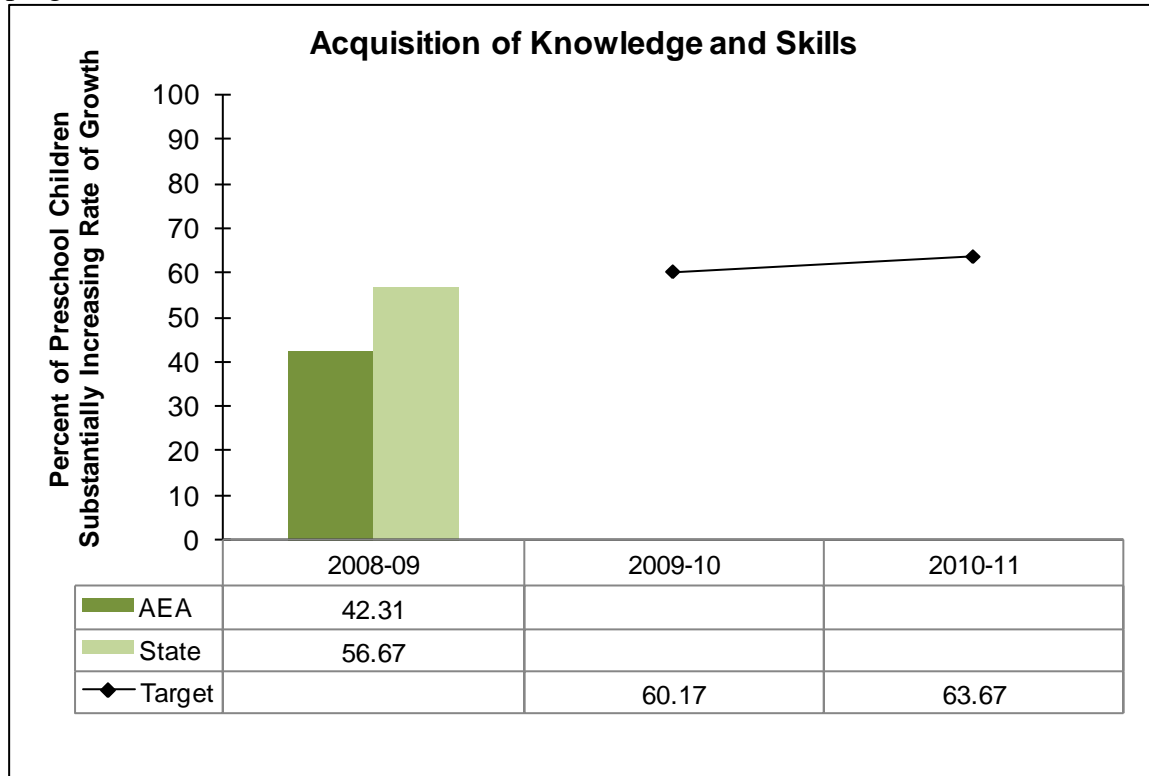
Summary Statement 2: The percent of preschool students who were functioning within age expectations in acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the program.



Data source: IMS. Missing district data in the above chart for any year indicate data were unavailable or not provided.

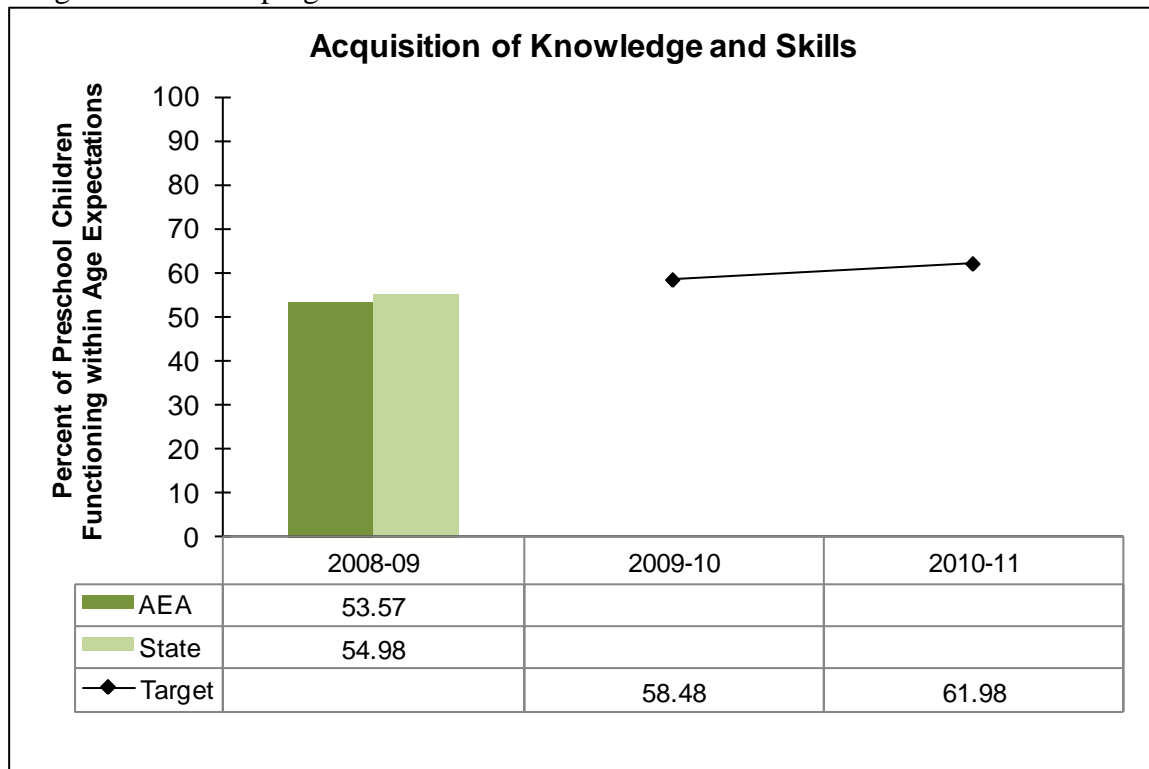
Indicator B7C: Percent of preschool students with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

Summary Statement 1: Of those preschool students who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.



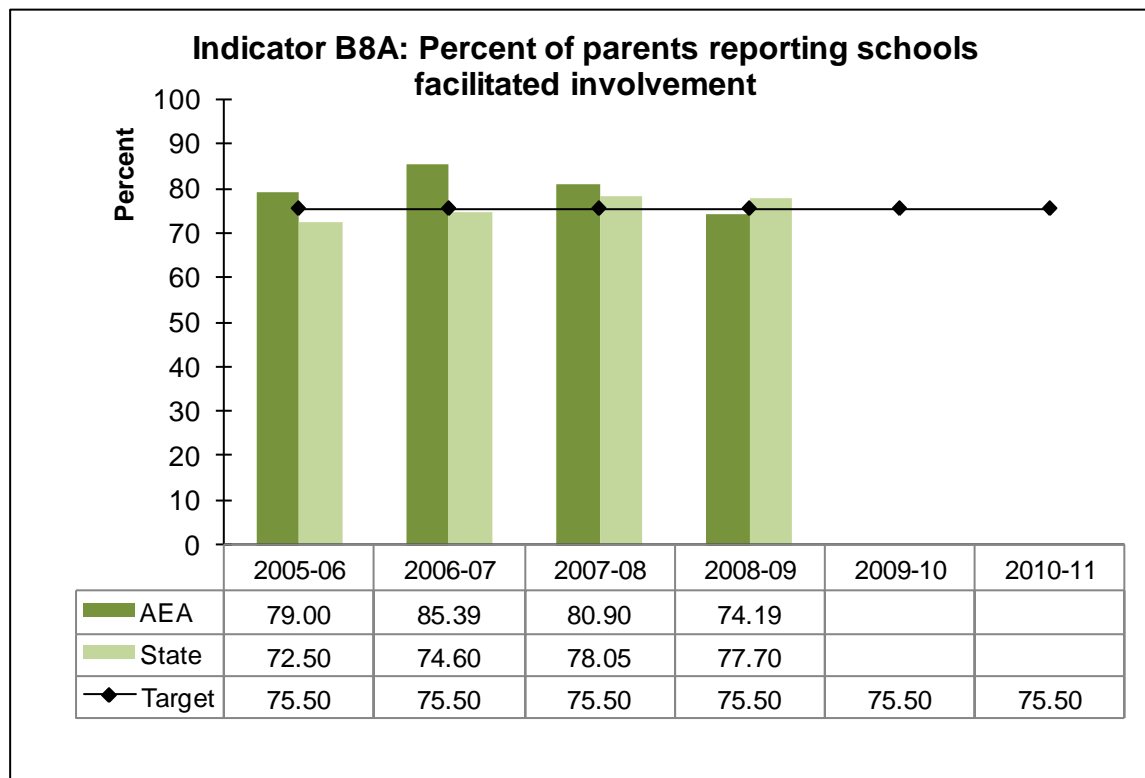
Data source: IMS. Missing district data in the above chart for any year indicate data were unavailable or not provided.

Summary Statement 2: The percent of preschool students who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.



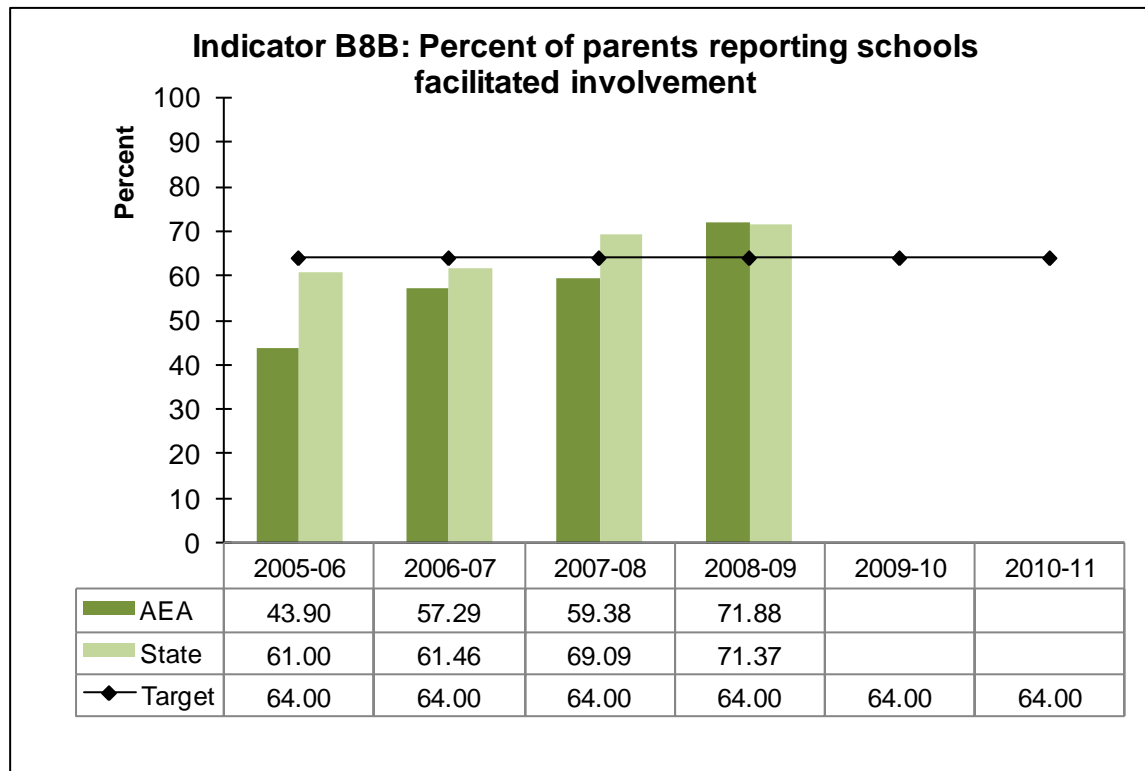
Data source: IMS. Missing district data in the above chart for any year indicate data were unavailable or not provided.

Indicator B8A: Percent of parents with a child ages 3-5 receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.



Data source: ISTAR Survey

Indicator B8B: Percent of parents with a child ages 6-21 receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.



Data source: ISTAR Survey

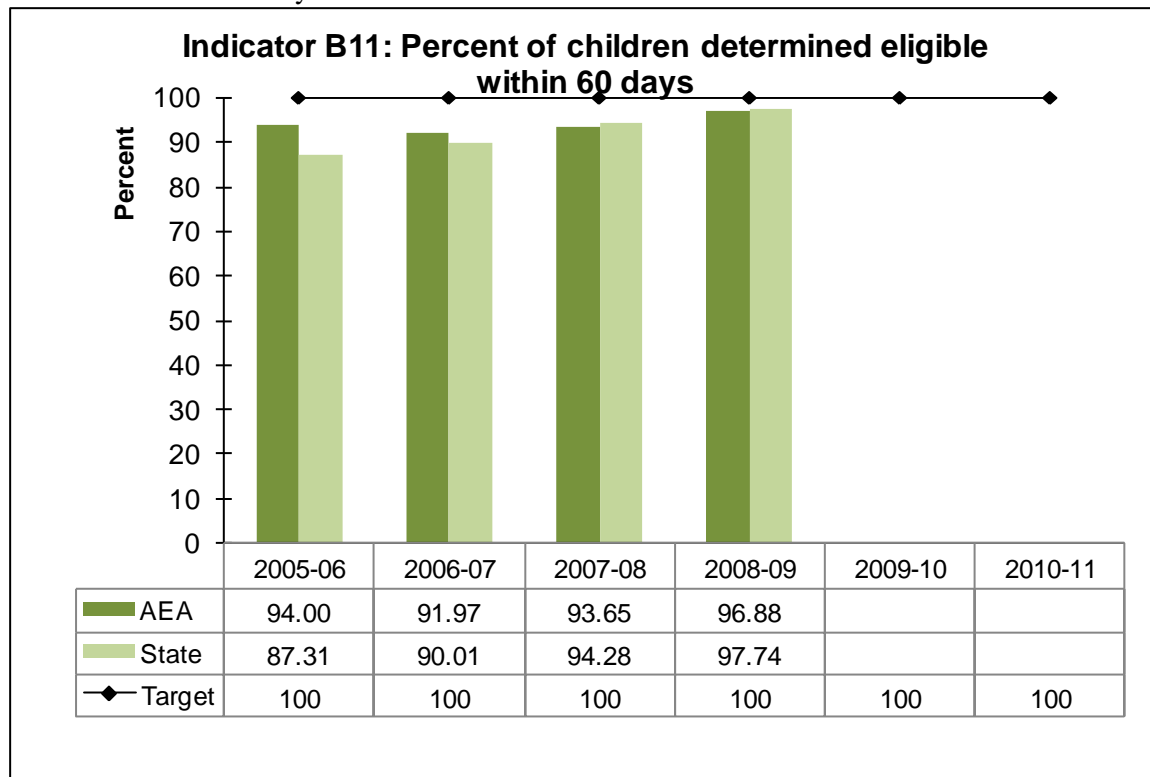
Indicator B9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

There were no AEAs with disproportionate representation due to inappropriate identification for FFY 2008.

Data source: IMS

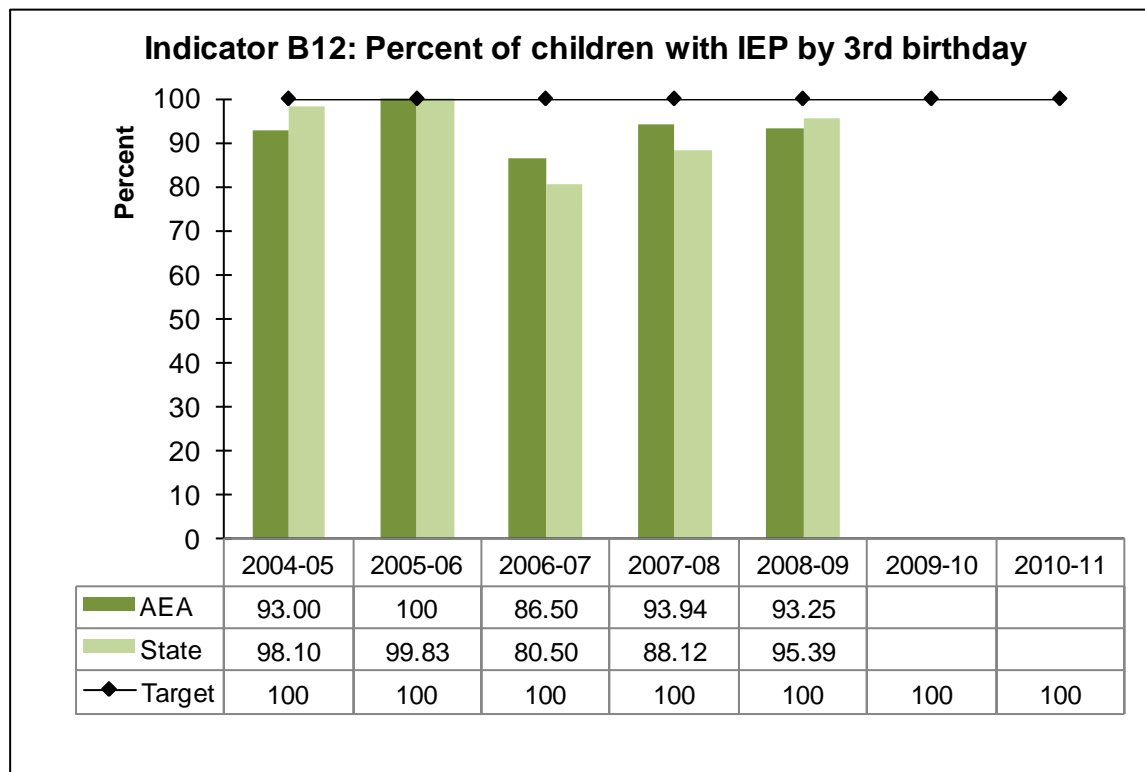
Indicator B10: Not applicable.

Indicator B11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60-days.



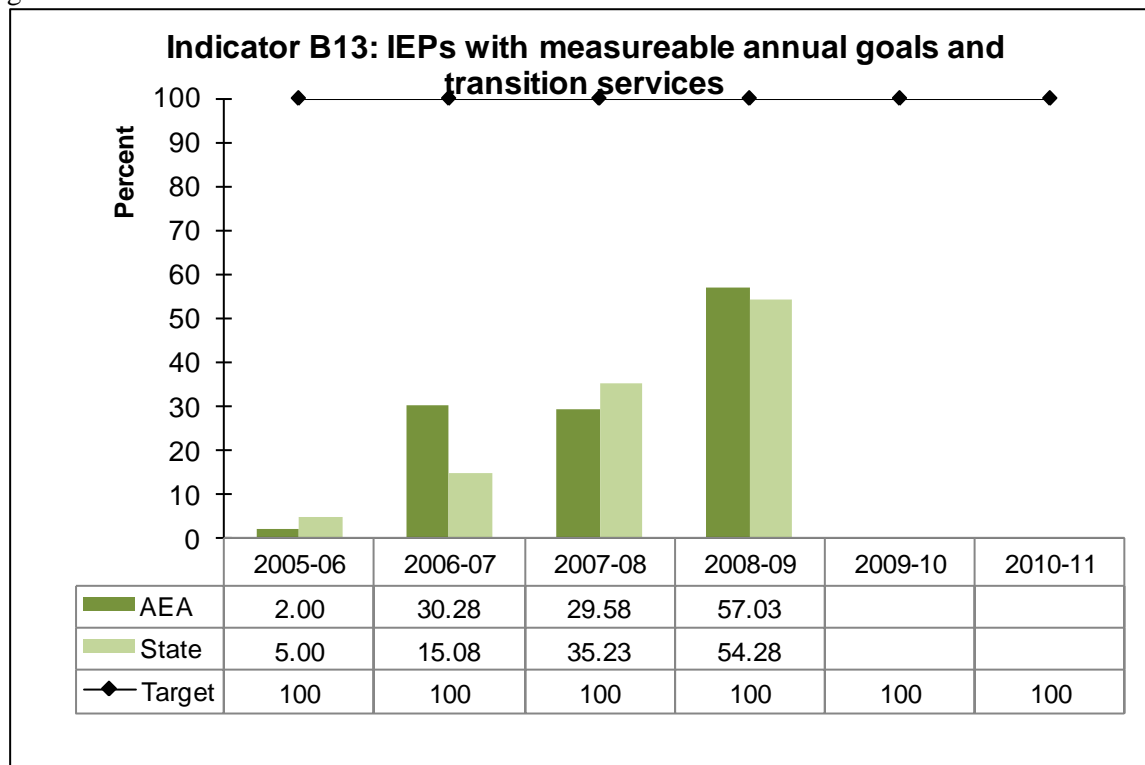
Data source: IMS.

Indicator B12: Percent of children referred by part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.



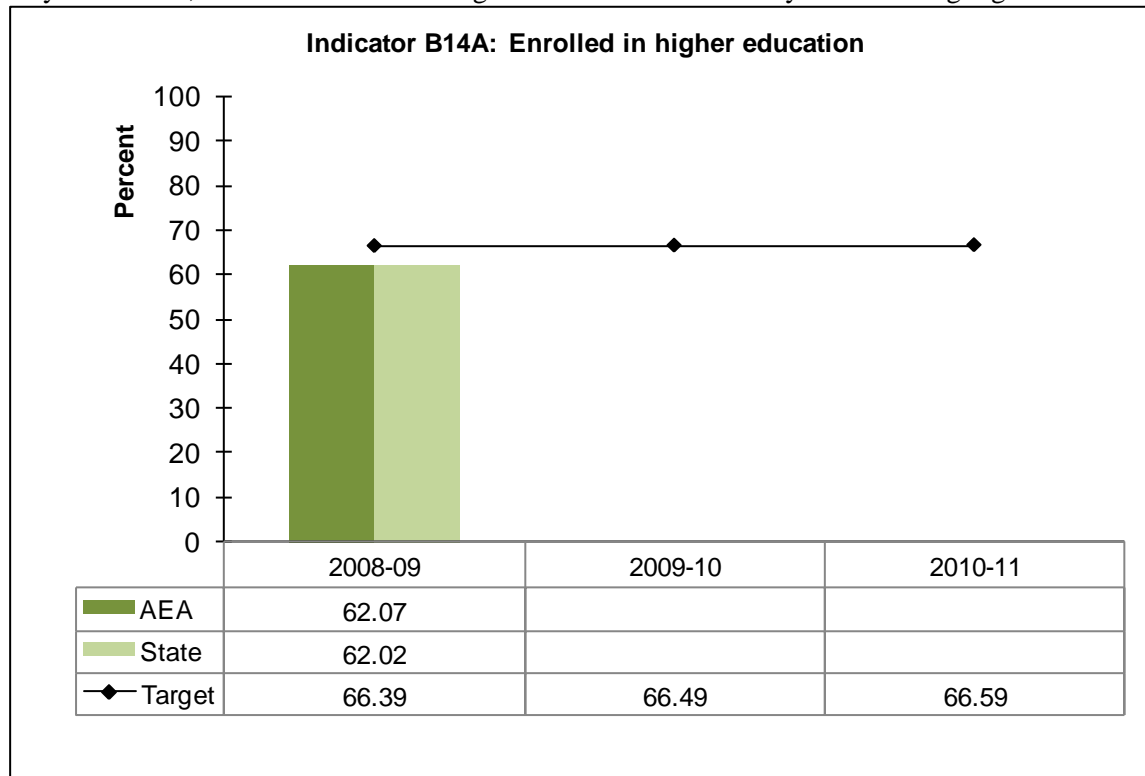
Data source: IMS.

Indicator B13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.



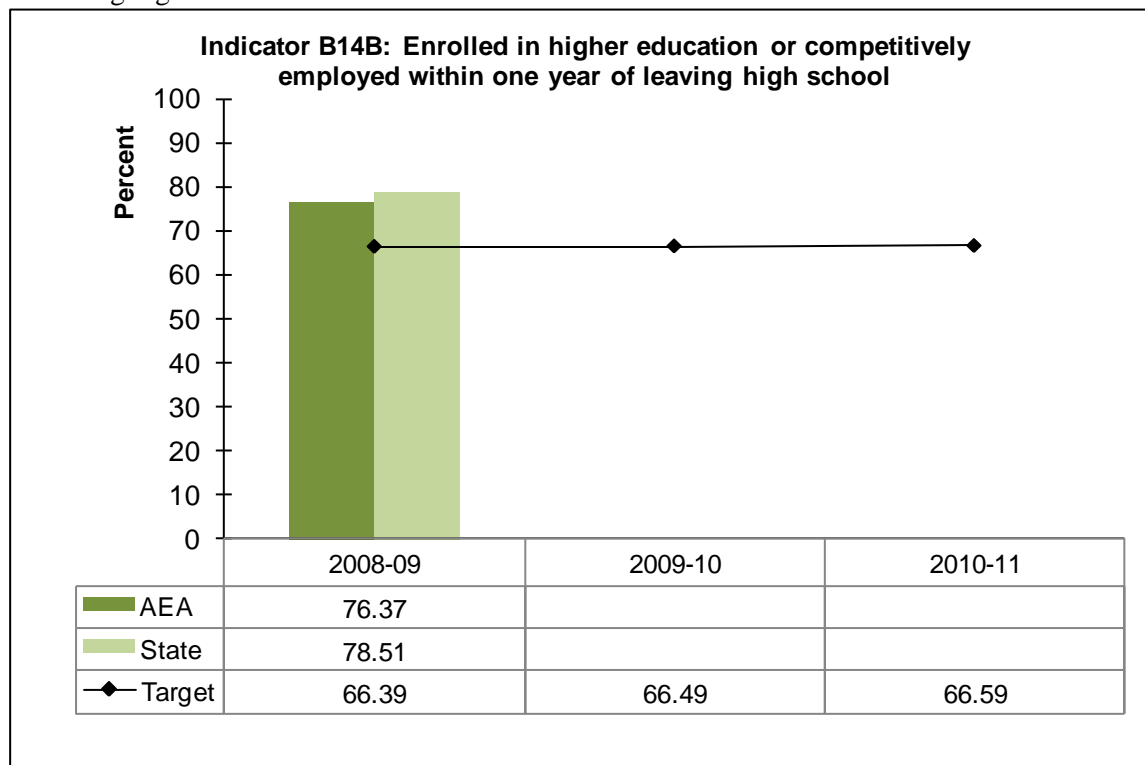
Data source: ISTAR.

Indicator B14A: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school.



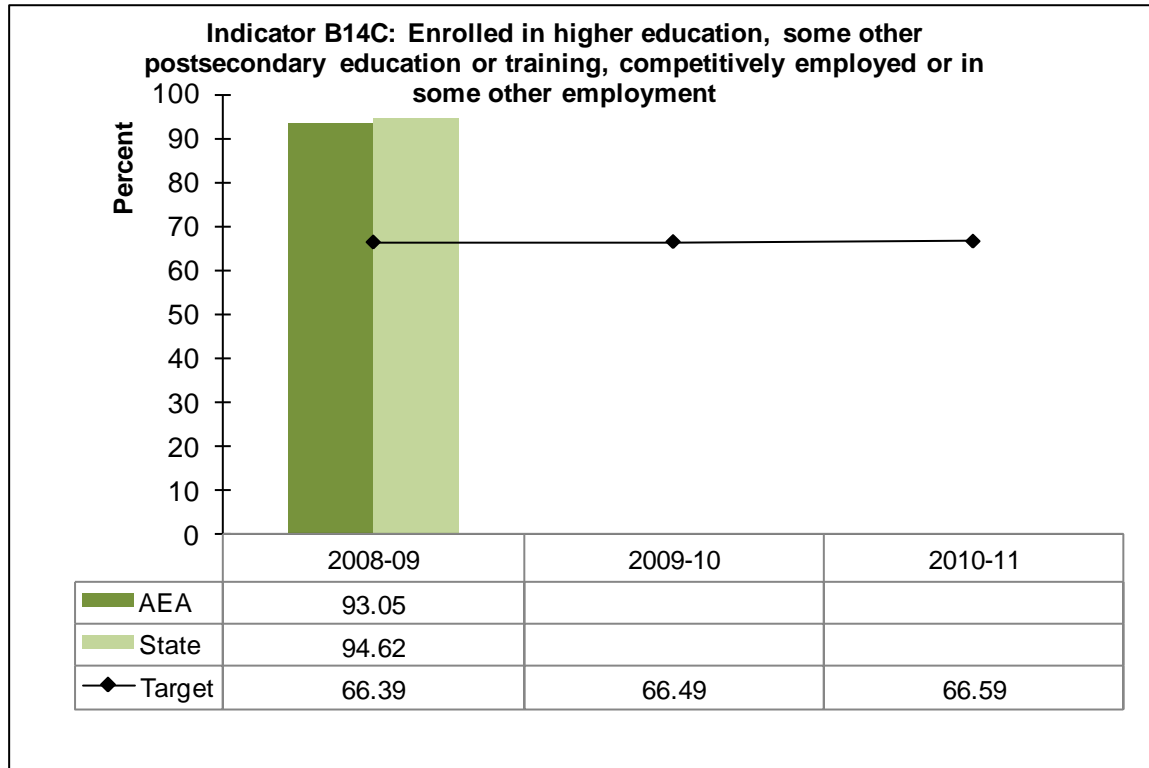
Data source: Iowa Department of Education Survey.

Indicator B14B: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or were competitively employed within one year of leaving high school



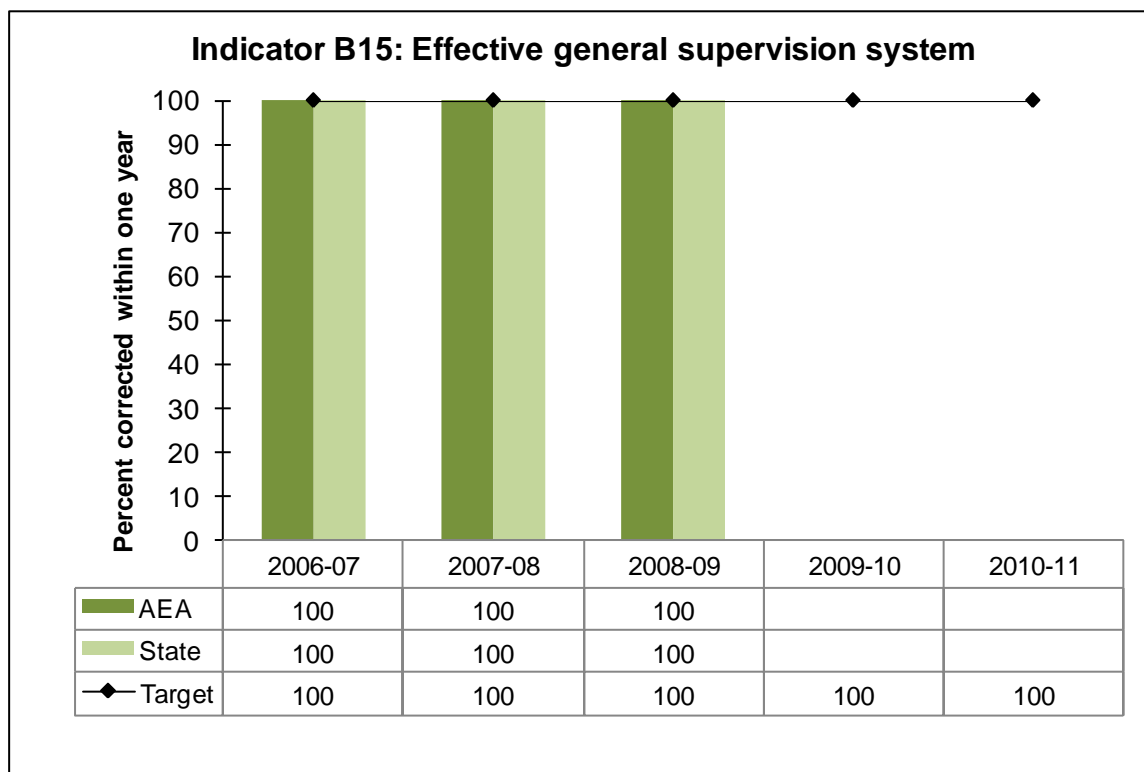
Data source: Iowa Department of Education Survey.

Indicator B14C: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.



Data source: Iowa Department of Education Survey.

Indicator B15: General supervision system identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.



Data source: ISTAR.

Indicators 16-19: Due Process. Not disaggregated at the AEA level due to small *n* sizes.

Indicator B20: Data are timely and accurate.

Met Requirement

Data source: ISTAR, IMS, Project EASIER.